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ABSTRACT

This report provides the results of a survey of the career-related services of 44 learned and professional societies in the humanities and social sciences in the United States. In October 1980, 44 organizations responded to a written questionnaire asking for information on a wide variety of issues and topics concerned with career related services. In addition, when possible, follow-up telephone conversations took place and societies provided additional information and written materials. Among the general findings are (1) small organizations have the most difficulty committing resources to career needs yet have the best record of coordinating their employment efforts; (2) most career services are directed at academic appointments and at entry-level positions; (3) many societies provide special services for women and minorities; (4) there is a genuine collaboration between some societies serving the same disciplines and concerted effort to avoid duplication of services; and (5) there is a similar, consistent approach to the topic of career-related services among the more active societies. Although learned societies cannot correct the job market, they can do more to provide collective and balanced assistance to struggling jobseekers, especially nonacademic employment. Appendices contain a list of the organizations surveyed, a chart of the extent of staff and committee service to career-related activities, and a chart of the career-related services. (NE)

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The Career-Related Services of the Learned and Professional Societies in the Humanities and Social Sciences: A Report

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This report presents the findings of a survey, conducted by the Washington Humanities Forum with the support of the Danforth Foundation, of the career-related services provided by the major learned and professional societies in the humanities and social sciences in the United States.

The Washington Humanities Forum is a voluntary association of individuals in Washington, D.C., and its vicinity who are concerned with the state of the humanities and who seek to strengthen them in their academic and public settings. It is one among many young, largely metropolitan organizations that are attempting to meet the changing times and circumstances facing individuals with advanced training in the humanities and social sciences. All of these organizations -- in the District of Columbia, Boston, New York City, and San Francisco -- seem to share two concerns: (1) to increase non-academic employment, particularly opportunities for skilled humanists and social scientists; and (2) to promote access to research resources, the programs of the nation's colleges and universities, and the services of appropriate professional associations, groups, and societies.

The Washington Humanities Forum grew out of a conference held at Dumbarton Oaks on June 15, 1979, entitled "New Careers, New Constituencies." The conference was sponsored by the Danforth Foundation and the American Historical Association and arranged by the National Coordinating Committee for the Promotion of History. The conference reviewed many problems facing individual humanists and scholarly associations, especially those problems having to do with the development of new career opportunities and the pursuit of scholarly research and writing outside the academy. Some conference participants -- who included individuals from universities, learned societies, foundations, government, and the business community -- decided to continue the conference discussions through occasional meetings. These meetings evolved into the Washington Humanities Forum.

The Forum was envisioned as a useful common ground for concerned professionals who wish to discuss specific issues and solutions to problems and to identify others who share a common outlook. The topic of the career-related services of the nation's learned and professional societies appeared to be particularly important, first, since these organizations can play, as some already have, a critical "broker" role between individuals seeking disciplinary appointments and those institutions with jobs to fill and, second, since there seemed to be an absence of data about the services provided by these societies in this time of difficulty for humanities Ph.D.s.

This report, undertaken by the Forum with a grant from the Danforth Foundation and with the administrative assistance of the American Association for the Advancement of the Humanities, describes the career-related services of the learned societies. It is the first effort to accumulate a comparative picture of this vital dimension of the humanities. It is our hope that it will encourage further discussions about research on, and experimentation with, career-related services.

At the same time, the Forum recognizes that there are many reasons why some career-related services do not exist or cannot be made available. The Forum hopes that the results of the survey may enhance everyone's understanding of the subject and provide some information and encouragement for the learned and professional societies to respond more effectively and creatively to career-related issues.

METHOD

In October 1980, the Washington Humanities Forum sent a written questionnaire to the societies that comprise the membership of the American Council of Learned Societies and a select number of related professional associations, especially those concerned with foreign-language instruction. In all, the survey was sent to 56 organizations of whom 44 responded. The organizations are listed in Appendix A.

The survey asked for information on a wide variety of issues and topics concerned with the general topic of career-related services. The questionnaire consisted of twenty-one questions, some of which had many components. In addition, societies were requested to provide additional information and written materials where available. When possible, follow-up telephone conversations took place. Appendix C is a copy of the survey questionnaire.

FINDINGS

For the purposes of this report, the responding societies are organized into three groups. The groupings describe an ascending order of services related to the careers of professionals in the humanities and social sciences.

The first cluster of societies (for the sake of simplicity referred to as Group I) consists of 17 learned societies. By and large, these societies provide no career-related services. In the case of some, membership is elective and honorary; others, with good reason, rely on the services, career-related and otherwise, of other, usually larger societies.

The second cluster (Group II) consists of 14 societies that pursue a mission of advancing scholarship and teaching in a designated area and provide some, though limited, career or professional services, such as newsletters that carry job

notices and employment registries at annual meetings. These societies do not see themselves, nor do allied associations see them, taking the lead in the provision of career-related services.

A third cluster (Group III) consists of 13 societies that are the most active in the provision of career-related services among the scholarly and professional societies. It is in this cluster of organizations that leadership is presumed and in which one finds such key institutional commitments as a full-time staff member or a membership committee devoted specifically to career-related matters, support for a relatively wide range of services, and some efforts to influence non-academic employers.

These classifications are based upon our interpretation of the data provided by the societies themselves. The clusters are not meant to be taken as rigid categories. Within each group, considerable diversity exists; and some organizations -- especially those in Groups II and III -- straddle the line between categories.

Among the general findings are the following:

1. Group I associations are in many instances among the smallest of those responding to the survey questionnaire: six report fewer than 1,000 members and four others between 1,034 and 1,700 members. The smaller the size of the society, the more difficult it is to develop and commit

the staff, financial, and volunteer resources necessary to meet the career needs of members.

2. There is genuine collaboration between some societies serving the same disciplines and a concerted effort to avoid duplication of services. This is particularly noticeable among Group I societies. For example, the American Musicological Society notes that its members "have access to the Faculty Vacancy List provided by the College Music Society (CMS). Because CMS is directly concerned with teaching and academic employment, we have avoided duplication with their efforts as a general policy."

3. Most services are directed at academic appointments, which all societies see as the "traditional" employments of members. However, nine societies list other sectors as "traditional" employment. Six list government; four, consulting; three, archival and museum work and private practice; and one, administration and publishing.

4. The heavy academic thrust to career-related services also appears to be, by and large, aimed at the entry level. There are no responding groups that treat the special problems of mid-career transitions, other than counseling. Retirement services are restricted to pension programs.

5. Many societies, particularly those in Groups II and III, provide special services for women and minorities that include career counseling, standing or special committees,

and other related services. These services seem directed at enhancing the opportunities and fair treatment of women and minorities in academic settings.

6. The responses in general suggest a fairly consistent approach to the topic of career-related services. Among the more active societies, the services provided show great similarity.

7. One discipline, history, has taken a particularly innovative and cooperative approach. The American Historical Association (AHA), the Organization of American Historians (OAH), and other related learned societies have banded together to establish the National Coordinating Committee for the Promotion of History. The committee, while avoiding duplication of services provided to members by the sponsoring societies, supplements and focuses the discipline's efforts to provide and extend services.

What follows are the descriptions of the societies and their career-related services arranged by groups. It should be emphasized that the report does not intend to criticize those societies that do not provide services, particularly those in Group I. It is meant to be a factual report of the career services of the professional and learned societies serving the humanities and social sciences. Those offering limited or no services are included for two reasons. First,

when the study was undertaken, there was no obvious basis or factual reason for excluding any societies; and, second, since they were included in the survey and since they form an integral part of a fairly coherent division of labor among the societies on career-related issues, the analysis of the responses requires their inclusion.

Group I

This cluster consists of 18 societies. They represent about 41% of the responding societies. Many provide no services, some only limited ones. However, the survey findings suggest widespread awareness of the issue among these societies.

Three Group I societies elect their members to an honorary fellowship. These are the American Academy of Arts and Sciences, the American Antiquarian Society, and the American Philosophical Society. As one responded, "We are not a professional society, like, for example, the American Historical Association, the Modern Language Association, etc." Another noted that "there is no pressure for career-related services" but that "one of the staff members has been concerned with the problem and is involved with the AHA Task Force."

The Bibliographical Society of America (BSA), as its respondent points out, "offers no career-related services of

any sort," nor does it view its mission as making such services appropriate. "The BSA is primarily a publishing venture. I do not think it will involve itself in career-related services."

A number of these societies without career services nevertheless see to career needs by their reliance for such services upon larger societies in which their members may also hold membership. "We do not expect to develop career-related services," reports the Metaphysical Society of America, "since these are covered by other groups to which our members belong." Its members are expected to use the career-related services of the American Philosophical Association.

This same attitude and approach is used by the Society for Ethnomusicology and the American Musicological Society. Both purposefully rely upon the services of the CMS. At the same time, the American Musicological Society has held a panel discussion on "careers for musicologists outside of teaching" and there is a committee on women in musicology.

The American Oriental Society, the American Folklore Society, and the Renaissance Society of America, being interdisciplinary in their concerns, rely upon the principal disciplinary societies for career-related services. All three societies are also small and note that their available resources are limited. The American Oriental Society states that it "is not that we are uninterested....We simply do not have the resources." The American Folklore Society notes

that it offers workshops on employment at its annual meeting and reports that many of its members can be assumed to belong to "larger academic disciplines." It also points out that folklorists receive aid from individual departments of folklore and from the American Folklife Center of the Library of Congress.

Seven societies -- the American Society for Theatre Research, the American Society for Legal History, the American Society for Eighteenth-Century Studies, the American Society of International Law, the American Society for Aesthetics, the Economic History Association, and the Medieval Academy of America -- indicate that they do not involve themselves with "career information or counseling."

Group II

Thirteen associations, which offer limited but some career-related services, fall into Group II. In general, these societies, like those of Group I, recognize the career needs of members and have chosen to provide limited services. Among the services normally offered by Group II societies are employment newsletters, the listing of job openings in an organization's regular newsletter, and an employment registry and interview service at an association's annual meeting. These basic job-related services are not always present, and it is not unusual to find Group II associations offering one or two without the others.

In many of these societies career-related services are provided with the assistance either of an assigned staff person who handles such duties on a part-time basis or of a committee of members with oversight responsibilities for the society's career-related activities. Group II, then, represents a varied mid-range of society service: all offer some assistance; some provide substantially more than others; and none have to be the last resort for an individual within a discipline. Group II organizations, like those in Group I, often rely upon other allied associations in the same general fields for the provision of career services.

Three language-oriented societies -- the American Association of Teachers of French, the American Association of Teachers of Italian, and the American Association of Teachers of Spanish and Portuguese -- have assigned a staff person to career-related matters on a part-time basis; they also provide a newsletter with job announcements, a placement bank, and a resume filing service. In addition, the association that serves teachers of French performs a market survey. Teachers of Spanish and Portuguese can receive career counseling and assistance with their resumes if they are an A.B.D. or a new Ph.D.; their association also provides seminars to improve members' mastery of subject matter.

Only three of the seven language-oriented associations solicited responded to the survey. The members of all, of course, have recourse to the services of the Modern Language

Association. The respondents suggest that there is an informal division of labor and extensive interaction among societies serving language professionals.

A similar arrangement exists in the area studies associations. Only two -- the American Association for the Advancement of Slavic Studies and the Association for Asian Studies -- responded; both provide the services offered by the language associations. Here too, specialists have access to larger, disciplinary societies. In addition, the Association for Asian Studies has initiated a special referral service "primarily for jobs in business." To date, the results of the service have not been good: "Our efforts in this direction have not been fruitful so far. We have written to a number of major companies and governmental agencies that deal with Asia, and their responses have been mostly negative."

Three associations serving historians are included in Group II: the History of Science Society, the Society for the History of Technology, and the Society of Architectural Historians. These associations are relatively small. All three provide either employment newsletters or placement banks at annual meetings; none have assigned a standing committee or staff member to career concerns. The Society for the History of Technology lists a "special interest group" for women. Two of the three, the History of Science Society and the Society for the History of Technology, describe their members as coming from museums, archives, and other

governmental institutions, as well as from colleges and universities. The former undertakes an annual survey of the professional skills sought by members' potential academic and non-academic employers and reports the findings in a published report in its newsletter circulated to members and departments.

Two societies, the American Philological Association and the Archaeological Institute of America (AIA), hold a joint annual meeting at which a joint placement service managed by the American Philological Association on behalf of the two societies -- with job listings, resumes on file, and interview opportunities -- is provided. The former reports that it has assigned both a membership committee and a part-time staff person to career services; the latter reports that one of its committees oversees career-related matters.

The Society of Biblical Literature (SBL), with 5,000 members, has no one engaged in career-related activities since "as a learned society we have only recently began to become involved in this area." Instead, the Council on the Study of Religion handles placement activities for the SBL. Nevertheless, the SBL works closely with the American Academy of Religion (AAR), a Group III society, in many career-related services. The two associations hold joint meetings at which career services are offered and career matters are discussed, and they maintain a joint committee of members on career issues.

The American Numismatic Society provides some career-related services. Yet, it expects members to use the services of other organizations too. The society, it reports, "is an organization with a cross membership serving researchers in academia, serious collectors, and, in a limited way, dealers ....For the most part our research-oriented members are also members of the AIA or AHA." The society also administers for pre-professionals a nine-week graduate seminar each year. The seminar provides twelve students, "on a competitive basis, with a strong introduction to numismatic methodology. This specialization enhances their curriculum vitae."

The College Art Association, with approximately 7000 individuals and 1800 institutional members, and the Linguistic Society of America, with 4500 individuals and 2000 institutional members, both assign staff to career matters on a part-time basis, mount placement banks at their annual meetings, and perform surveys of employment markets. For the College Art Association, the employment survey goes beyond colleges and universities to include museums and government agencies. Concerning government employment, members can also receive assistance in preparing civil service forms. In addition, the association publishes an employment newsletter. The Linguistic Society reports that it offers seminars to improve job skills.

Both societies list other associations or societies to which members can turn. In the case of the College Art Association, these include the American Association of Museums

and the Society of Architectural Historians. For the Linguistic Society, these include the Association of Teachers of English to Speakers of Other Languages, and the Center for Applied Linguistics.

Group III

Thirteen societies fall into Group III. Generally, these societies are both the largest and most active in the area of career-related services. Charts I and II (see Appendix B) summarize some of the more important information about the Group III societies. Chart I summarizes the extent of association staff and membership committee oversight of career-related services. Chart II summarizes the array of services provided by the different societies.

The size and extent of career-related activities of Group III societies must be viewed in a comparative context; that is, some societies are larger and more active than any other society serving a distinct population, in this case, a particular discipline. For example, with the exception of the American Studies Association and the CMS, all these societies have at least 5000 members; the largest -- the American Psychological Association -- h s approximately 52,000.

The American Studies Association and CMS are included here, rather than in Group II, because they play the most

active roles for disciplines with comparatively fewer members. The extent of the career-related activities offered by these two societies would surely merit their being listed among the more active societies listed in Group II. Both report as follows:

> "The American Studies Association is a small organization with a staff of two and without an adequate financial base. One of the areas we are most concerned with improving is career-related services: (1) job ads in our newsletter which is sent to all members; (2) at least one sessi[on] each biennial convention which is related to j[ob] seeking; and (3) a newly established Students' Committee which is beginning to work on ways to improve our job services....(We) keep hoping for a miracle of a service which will be economical in resources and staff time and also be effective. Prior to our beginning publication of a regular newsletter (now three years ago), our job placement service consisted of sending job announcements as we received them only to those members who paid a $2.00 annual fee. Given the irregularity of that system, we began to run those announcements in the Newsletter. However, as you will note, there are very few ads so I'm not at all certain the Newsletter method is any better."

> "The CMS maintains a music faculty vacancy listing service, supplemented by a job hotline telephone for its own 4,900 members and for an additional 300 subscribers from the AMS and 20 subscribers from the SEM. We do not function as a placement agency or career counseling center; our aim is simply to act as a clearing house of information on available teaching positions in college music .... The CMS is beginning to think about services to members for areas other than college teaching but no concrete ideas have yet arisen. For the past two annual meetings, we have had sessions on 'non-academic careers in music.' Our other area of concern is music in general education, and we are currently sending a proposal to likely foundations for support of a national seminar on teaching in that area."

Size of membership, however, whether in relative or absolute terms, is at best a general indicator of probable service. For example, the American Philosophical Association with 6200 individual and 400 institutional members, is very active in the career-related field, while the considerably larger American Economic Association (AEA), with 20,000 individual and 7000 institutional members, is far less so. Obviously, there may be a number of explanations for this relatively lower level of activity; career-related services may simply not be needed by economists; other societies serving economists, which were not surveyed, may meet such needs.

The ways in which Group III societies provide career-related services vary tremendously. Two societies -- the AHA and the Modern Language Association (MLA) -- say that they assign a staff member on a full-time basis to career-related issues. Six other societies -- the American Anthropological Association (AAA), the American Political Science Association (APSA), the American Sociological Association (ASA), CMS, the American Philosophical Association, and the American Psychological Association -- provide part-time assistance. Five societies -- the American Academy of Religion (AAR), AHA, the American Philosophical Association, APA, MLA, and OAH -- have membership committees with oversight responsibilities strictly for career-related services. And four societies -- APSA, the American Psychological Association,

the American Studies Association, and the American Association of Geographers (AAG) -- assign this area, plus others, to membership committees.

One discipline, history, has established a National Coordinating Committee for the Promotion of History (NCC), which supplements the services provided by individual societies, including the AHA and the OAH. It is important to emphasize that while it is headquartered at the AHA, the NCC acts as, in part, a specialized career-services arm of the entire historical profession. Its existence does not relieve any of its sponsors from a general commitment to the provision of career services; rather, it enables the history profession to benefit from the specialization and concentration upon career issues of a single office and from the services it can offer to smaller societies.

For example, resource groups (such as those in agriculture and in state and local government) that survey areas in which historians are employed and in which their skills might be used have been organized under its auspices. Similarly, state committees for the promotion of history have been founded with its assistance. It has published a bibliography on career alternatives and directories of federal government historical officers and of practicing historical consultants. It also advises history departments on the development of programs to prepare students for employment other than teaching and on the appointment of advisory councils.

The array of career-related activities undertaken by Group III societies also varies greatly. They include the activities associated with Group II societies and such additional services as:

- mid-career counseling: AAR, AHA, American Psychological Association
- registries of women in the field: AAR, AHA, APSA
- career booklets: AAA, AAR, AAG, American Philosophical Association, MLA, APSA
- job "hot lines": CMS, AHA, American Philosophical Association
- special women's and minorities' committees: AAA, AHA, OAH, American Sociological Association, AAG, American Philosophical Association, MLA, American Psychological Association, APSA
- active consultation with non-academic employers and the dissemination of information about employment issues to academic departments: AHA, AAA, AAG, American Philosophical Association, MLA, APSA
- special publications on obtaining jobs, or the use of professional skills outside the classroom: AAA, AAR, AAG, American Philosophical Association, American Psychological Association, APSA
- "non-traditional" job counseling: AAR, AHA, AAA, APSA, American Philosophical Association, MLA
- efforts, such as consultants' bureaus, to link skilled professionals with government agencies: AHA, AAA, APSA, American Philosophical Association, American Psychological Association

- assistance in preparing resumes: AAR, APA, AAA, APSA, MLA
- provision of computer-generated labels of women and minority members to potential employers without cost: AAA
- minority fellowship programs: ASA, American Psychological Association, APSA
- minority affairs office: AHA, American Psychological Association
- women's program office: American Psychological Association.

A few Group II societies offer one or two such services alone or in conjunction with Group III societies.

Other Findings

In addition to obtaining reports on the nature and extent of direct career-related services, the survey elicited information on other aspects of the learned societies' career-related activities. What follows is an analysis of this information for the 26 responding organizations listed in Groups II and III.

Even these groups express some dissatisfaction with the levels of their activities. One of them would like to move from committee assistance to full time staff responsibility (the American Academy of Religion); another wishes to expand non-academic opportunities for members (American Philosophical

Association); a third hopes to expand career counseling and to employ a job "hot line" (American Political Science Association). A fourth would, if it could, publish a directory of internship programs (National Coordinating Committee for the Promotion of History). And a fifth would offer more non-traditional career counseling (Modern Language Association). For most of the organizations in Group III, like those in Group II, despite their more extensive resources and already broad services, the issue is to choose among a diversity of possible services in allocating scarce resources, not all of which can be budgeted for career services alone.

Most reporting societies design their career services for holders of the doctorate. However, nine -- three of them in the language field -- extend career-related benefits to those without the doctorate, four of these societies (the American Anthropological Association, the American Psychological Association, the American Economic Association, and the American Numismatic Society) representing fields in which non-academic employment is common.

Roughly a third of the organizations in Groups II and III make some special provisions for members who are not affiliated with academic institutions. Most of these special benefits take the form of reduced dues (some of them part of a schedule of dues based upon income.) Three associations report that they offer job-hunting services for members

without institutional affiliation, and one extends reduced dues to emeritus professors.

Most organizations provide their career-related services to all people in the field, members and non-members alike, who seek to use them. Some, however, charge additional fees to both members and non-members for some career-related services, especially publications that deal with career issues.

In keeping with recent trends toward providing group benefits, a few of the reporting societies also extend to members the opportunity to take out special health, life, and income maintenance insurance through contracts provided by separate insurance underwriters. However, the societies only extend access to underwriters to their membership lists; they are not insurance providers.

Responsibility for the provision of career-related services to women and minority group members -- as distinct groups -- falls in many Group II and III associations to separate committees concerned with a broad range of professional issues facing these groups both within the societies and in the field generally. In a few instances -- such as that of the National Coordinating Committee for the Promotion of History -- a roster of women in the profession has been published. And at least three organizations -- the American Psychological Association, the American Political Science Association, and the American Sociological Association -- offer fellowship programs for minorities.

Most reporting societies consider their publication of employment notices and their arrangments for interviews at annual meetings to be services extended to academic departments. Most also maintain relationships, through their executive directors, with departmental chairmen, occasionally convening special discussions for chairmen at annual meetings. Among those societies replying to the survey questionnaire, two publish guidelines on proper placement procedures, and one offers what it notes as a "departmental service program" (of which the career-related component is unclear). One publishes a career bibliography and a second offers to departments the names and addresses of those seeking jobs.

Finally, six reporting organizations have worked with federal and state civil service commissions to help generate employment opportunities for members. Two of them have also analyzed federal or state job descriptions in order to make suggestions to academic departments on curriculum changes. Six have worked with business and industry to assess their needs in order to recommend curricular changes to departments, and five have tried to apprise business and industry of members' skills which would be of use to the private sector. In all but one instance, these associations are included in Group III.

Amicus Curiae Reflections

The Washington Humanities Forum has conducted this study in the hope that it would provide useful data on an important area of professional life, the career-related services offered by societies serving professionals in the disciplines comprising the humanities and social sciences. Those of us involved in the project do not expect the impossible from learned societies nor do we believe that circumstances require wholesale change. We are concerned individuals, members of some of the societies surveyed, and wish to be of assistance.

We also must be clear that this report emanates from our experiences with many Ph.D.s, both young and experienced, who are struggling to find employment especially in the nation's colleges and universities. Those individuals seek to benefit from the assistance of services designed to help them find employment in their chosen careers. They seek counsel and contacts. They do not seek sympathy.

What disturbs us -- quite apart from the underutilization of human talent, energies, and resources -- is that these individuals often refer to their lonely and solitary career searches. Obviously, learned societies cannot correct the job market, but they can do more to provide collective and balanced assistance to those struggling jobseekers to prevent them from becoming professional outsiders and to help them play a continuing role in the life of learning in their chosen fields.

Fresh[illegible]-minted Ph.D.s are not alone in their frustration. The pursuit of non-academic employment increasingly concerns others beside the A.B.D., the new Ph.D. with little or no faculty experience, and the unsuccessful aspirant for tenure. More and more academics seek to make transitions out of the academy, and many of these transitions are not voluntary.

A critical element in any effort to address the related concerns of academic faculty is the relationship between the learned societies and the academic departments. In our view, this appears to be one of the more troubling findings of the study: most societies surveyed did not have on-going or regular contact with academic departments in their respective fields. Only six of the Group III societies, less than half, performed departmental surveys; and, of these, it is not clear that all of them are annual and regular aspects of the life of the society.

The lack of communication between learned societies and academic department has two dimensions. Departments, in some instances, rely too heavily upon the career services of the societies and assume a fairly circumscribed and passive role for themselves. On the other hand, there is little evidence of efforts on the part of learned societies to educate academic departments about changes in the job market or to provide counseling about alternatives to traditional career patterns. To judge from this, both university departments and the societies need to reassess their roles vis a vis career

services. Such a reassessment must enlist all parties, from graduate students in the field to tenured faculty.

The nature of communications between the learned societies and the academic departments reveals the uncertain and sometimes injurious and inappropriate attitude of the societies toward their present and future members and toward sectors of employment other than the nation's colleges and universities. We believe that the current attitude lacks an understanding of the best interests of the societies. Our plea is not for humanitarianism; to the contrary, it is to the rational self-interest of the societies.

We are not speaking of all learned societies, irrespective of size and mission. We hope the report makes clear that there is a very real divison of labor on career-related services. Some societies, indeed the majority, are reliant upon the services of others. We are concerned here primarily with those societies that fall within Group III.

Put somewhat differently, this study uses interchangeably the descriptive terms "learned" and "professional" societies to refer to the same groups. This is done intentionally and reflects our sense that many, if not most, associations still view themselves solely as learned societies, that is, as organizations concerned with providing service to an academic discipline rather than to the professional careers of individuals in that discipline. Many, in fact, regardless of their self-image, have taken on professional

society attributes; a few of the larger ones may even be likened to trade associations, like the American Bar Association or the American Medical Association.

We make no effort here to assess the learned services of the societies. However, we are in a position to see the limits of available professional services for individual professionals and their careers, particularly service to the growing numbers who will have to pursue careers outside the academy for the rest of this decade at a minimum. Also, we fear that the likelihood of their continued membership in the learned societies, given current incentives to do so, is slim. What is at stake is the membership and loyalty of seven out of ten Ph.D.s produced in the humanities from the late 1970s on.

It is essential that decisions regarding incentives for membership in the learned societies not be made through inadvertence. Rather, those decisions must be made after careful debate and with full cognizance of the likely difficulties that face the learned societies if they define their activities and services in such a way as effectively to exclude non-academic professionals.

We hope that such discussions will lead to a broader sense of service and membership for societies in Group III, but we are realistic enough to doubt that the very strong academic focus of the societies can be quickly or easily changed. We nevertheless believe that the vitality and

contribution of the learned societies depends, in the next decade, on their adoption of a larger view of their role in the world of learning and culture.

The original survey upon which this report is based was carried out by Stephen B. Weiner. The report was prepared by the Washington Humanities Forum with the assistance of Stanley Turesky, Johanna S. R. Mendelson, and James M. Banner, Jr.

APPENDIX A

Organizations Surveyed (by Group)

Group I

American Academy of Arts and Sciences
American Antiquarian Society
American Folklore Society
American Musicological Society
American Oriental Society
American Philosophical Society
American Society for Aesthetics
American Society for Legal History
American Society for Eighteenth-Century Studies
American Society for Theatre Research
American Society of International Law
Bibliographical Society of America
Economic History Association
Medieval Academy of America
Metaphysical Society of America
Renaissance Society of America
Society for Ethnomusicology

Group II

American Association for Teachers of French
American Association for Teachers of Italian
American Association for Teachers of Spanish and Portuguese
American Association for the Advancement of Slavic Studies
American Numismatic Society
American Philological Association
Archaeological Institute of America
Association for Asian Studies
College Art Association of America
History of Science Society
Linguistic Society of America
Society for the History of Technology
Society of Architectural Historians
Society of Biblical Literature

Group III

American Academy of Religion
American Anthropological Association
American Economic Association
American Historical Association
American Philosophical Association
American Political Science Association
American Psychological Association
American Sociological Association
American Studies Association
Association of American Geographers
College Music Society
Modern Language Association
Organization of American Historians

Non-Respondents

African Studies Association
American Association for Teachers of German
American Association for Teachers of Slavic and
Eastern European Languages
American Comparative Literature Association
American Council for Teachers of Foreign Languages
American Dialect Society
Association of American Law Schools
Association of Teachers of English to Speakers of Other
Languages
Hispanic Society of America
International Studies Association
Latin American Studies Association
Middle Eastern Studies Association

APPENDIX B

CHART I

GROUP III SOCIETIES: THE EXTENT OF STAFF AND COMMITTEE SERVICE TO CAREER-RELATED ACTIVITIES

	STAFF		COMMITTEE	
	Part Time	Full Time	Part Time	Full Time
American Academy of Religion				X
American Anthropological Association	X			
American Economic Association				
American Historical Association		X		X
American Philosophical Association	X			X
American Political Science Association	X		X	
American Psychological Association	X		X	
American Sociological Association	X			
American Studies Association			X	
Association of American Geographers			X	
College Music Society	X			X
Modern Language Association		X		X
Organization of American Historians				X

CHART II

GROUP III SOCIETIES: CAREER-RELATED SERVICES

	Career Counseling	Resume Assistance	Civil Service Forms	Resume Files	Newsletter with ads	Job Hot-Line	Nontraditional Job Counseling	Placement Banks	Mid-Career Counseling	Seminar on Skills	Surveys
American Academy of Religion	X	X			X		X	X	X	X	X
American Anthropological Association	X	X	X	X	X		X	X	X		X
American Economic Association					X			X			
American Historical Association	X	X	X		X	X	X	X		X	X
American Philosophical Association	X	X			X	X	X	X		X	
American Political Science Association	X	X		X	X		X	X		X	X
American Psychological Association					X				X		X
American Sociological Association					X			X		X	
American Studies Association	X				X						
Association of American Geographers					X			X			
College Music Society					X	X		X			X
Modern Language Association	X	X			X		X	X		X	X
Organization of American Historians	X							X		X	